

Tracer Study Report

(graduates-2079)

Janajyoti Campus,

Bhimad , Tanahun

Submitted by
Janajyoti Campus
Bhimad-6, Tanahun

Submitted to
University Grants Commission,
Sanothimi, Bhaktapur

त्रिभुवन विश्वविद्यालयबाट सम्बन्धन प्राप्त
Affiliated To Tribhuvan University



जनज्योति क्याम्पस JANAJYOTI CAMPUS



मिमाद नगरपालिका - ६, तनहुँ नेपाल
Bhimad Municipality - 6, Tanahun, Nepal

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मिति/Date : 17 March 2026

To
The Chairman,
University Grants Commission
Sanothimi, Bhaktapur

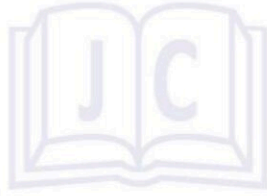
Sub: Regarding the submission of Tracer Study Report

Dear Sir,

As per the regular academic activities of the campus for the preparation and submission of Tracer Study Report we would like to submit detailed Tracer Study Report of (graduates) Janajyoti Campus, Bhimad-6, Tanahun.

We look forward to hearing from you soon.

Thank you



Keshav Raj Kaphle
Keshav Raj Kaphle
Campus Chief

ACKNOWLEDGEMENT

We extend our sincere appreciation to the University Grants Commission Nepal for their invaluable assisting and inspiring in the preparation of the Tracer Study Report. We are deeply grateful to the graduates of JC who generously provided us with the necessary information, which was crucial for the completion of this report.

Furthermore, we would like to express our heartfelt thanks to the Campus Management Committee, Academic Committee and other teaching and non-teaching staff for their continuous support and valuable suggestions during the time of preparing Tracer Study Report. Their contributions have been instrumental in shaping the final outcome.

Last but not least, we would like to express our gratitude to all the other members involved in the Tracer Study Report. Without their unwavering support, this study would not have reached its current form.

Coordinator
Tracer Study Report

EXECUTIVE SUMMARY

Janajyoti Campus (JC), established in 2064 BS, is a well-known higher education institution located in Tanahun District, Nepal. Since its establishment, the campus has been committed to providing quality education and has developed a reputation as a transparent, dynamic, and student-centered institution. In order to evaluate the effectiveness of its academic programs and to examine the employability status of its graduates, JC conducted a Graduate Tracer Study (GTS) in the year 2079 BS.

The primary objective of the tracer study is to identify the current status of JC graduates. Specifically, the study aims to explore their transition into the job market, analyze the influence of personal factors on job search, determine their employment status, identify their involvement in further studies, and assess their perception of the teaching–learning environment at the campus. The findings of the study are expected to provide valuable insights for institutional improvement and informed decision-making.

To conduct the study, a Tracer Study Committee was formed. Primary data were collected through different methods including direct visits, interviews, social media communication, and telephone conversations. The study followed a descriptive research design using a quantitative approach, focusing on graduates from the Bachelor of Business Studies (BBS) program. Major areas of analysis included employment rate, employment status, enrollment in further education, and the effectiveness of the teaching-learning environment. Thematic analysis was also used to examine graduates' academic experiences, professional development, personal growth, and representation of different caste groups among the graduates. The sample of the study consisted of 17 graduates from the Faculty of Management.

The findings revealed that a majority of the respondents were unemployed at the time of the study, which also included graduates pursuing further studies and those on maternity leave. Employment rates varied across different graduating years. Among those employed, full-time employment was more common. The study also showed that many graduates continued their higher education, with Tribhuvan University being the most preferred institution. Regarding the teaching-learning environment, most respondents rated it as “medium” or “satisfactory.” The study highlighted the need for improvement in areas such as continuous assessment, curriculum relevance and career support services.

Overall, the tracer study plays a significant role in program evaluation, curriculum development, alumni engagement, institutional accountability and strategic decision-making at Janajyoti Campus. It serves as an important tool for assessing the outcomes and impact of academic programs, identifying areas for improvement, and showcasing the achievements and success stories of the graduates.

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ABBREVIATIONS

BBS: Bachelor of Business Studies

B.Ed: Bachelor of Education

GTS: Graduate Tracer Studies

HE: Higher Education

JC: Janajyoti Campus

HOD: Head of Department

RMC: Research Management Committee

UGC: University Grants Commission

CHAPTER I: INTRODUCTION

1.1 Background

Janajyoti Campus (JC) is a higher educational institution established in 2064 B.S. in the south-western part of Tanahun District. Initially, the campus started with the Faculty of Education, and later in 2066 B.S. the Management Faculty was also introduced. The campus is located in Bhimad Municipality and serves the surrounding areas including Rishing, Ghiring, and Myagde rural municipalities.

JC is committed to providing quality education in a systematic manner. It is recognized as a transparent, responsible, and dynamic educational institution in Tanahun District. The staff members are highly dedicated to their duties and work seriously for the academic progress of their students. As a result, students of the campus have achieved a satisfactory status at both national and international levels. This research is an initial attempt to conduct a tracer study of graduates from the B.Ed. and BBS programs of this campus, based on available documents, responses, and other relevant information.

The campus has been conducting Graduate Tracer Studies (GTS) since the year 2079 B.S. The purpose of this study is to help the campus evaluate whether its academic programs are producing satisfactory learning outcomes and contributing valuable inputs to Nepalese society. The tracer study investigates the employability of graduates who completed their studies up to 2079 B.S. from this institution. In addition, it examines the quality of higher education (HE) provided by the campus and the conditions under which JC graduates have been employed. It also explores the job-seeking process, the time taken by graduates to obtain employment, and the relationship between their current work and the programs offered by the campus. Furthermore, the findings of the study are expected to provide useful insights for future improvements and further research.

Tracer study is a system of tracing graduates and collecting feedback regarding the type of work, further studies, or other activities they have been involved in after completing their education at academic institutions like JC. This graduate tracer study involves identifying and following up with graduates of JC. As the campus has adopted the slogan **“Quality Education is Our Commitment,”** the fulfillment of this commitment depends greatly on the quality and success of its graduates.

Without education, a human being is like someone in a closed room. With education, however, one finds oneself in a room whose windows are open to the outside world, full of opportunities and success. Therefore, improving the quality of education requires a systematic process of assessing institutional services and academic programs through studies such as tracer studies. This chapter includes the rationale, objectives, arrangements for conducting the study, the graduate batch selected for the study, data collection instruments and approaches, as well as the scope and limitations of the study.

1.2 Rationale of the Study

A tracer study is a research method used to evaluate the outcomes and impact of an educational program or institution on its graduates. The rationale for conducting a tracer study includes the following points:

1. To assess the effectiveness of academic programs by examining graduates' employment rates, job satisfaction, and the relevance of their acquired skills and knowledge.
2. To provide feedback for curriculum development and identify areas for improvement to better meet industry demands.
3. To facilitate alumni engagement and networking, thereby strengthening the connection between the institution and its graduates.
4. To support institutional accountability and accreditation by demonstrating the impact and value of the education provided.
5. To identify areas requiring improvement in institutional support and resources based on graduates' experiences and feedback.
6. To inform institutional decision-making and planning, including resource allocation, curriculum revision, and program expansion.
7. To enhance marketing and recruitment efforts by highlighting positive outcomes and success stories of graduates.

1.3 Objectives of the Study

The primary objective of this study is to trace the current status of the graduates of JC. Specifically, the study aims to examine the employability and employment status of JC graduates. The specific objectives are as follows:

1. To investigate how graduates transition from campus to various workplaces.
2. To examine the influence of personal factors, such as gender and background, on the job search process.
3. To explore the employment status of JC graduates.
4. To identify the status of further studies pursued by JC graduates.
5. To analyze graduates' ratings regarding the overall teaching-learning environment.
6. To propose measures to enhance the effectiveness of the teaching-learning environment at JC.

1.4 Institutional Arrangements of the Study

To conduct the tracer study, CMC formed a team under the leadership of Students' Counseling, Grievance Collecting and Solution Committee. The study was planned and implemented by the Tracer Study Committee of JC. Primary data were collected through the mobilization of former students, non-teaching staff, committee members, and all concerned departments of JC. The assigned departments were responsible for preparing

the Tracer Study Report. The final report was reviewed and finalized by the Tracer Study Committee.

1.5 Graduate batch taken for the study

The tracer study conducted by this campus focuses on the graduates of the academic batch 2079 B.S.. The study particularly examines the outcomes of the Bachelor of Business Studies (BBS) program of the same year. The distribution of respondents by program is presented in the table below:

Program	Respondents	Percentage
B.Ed	0	0
BBS	17	100.00
Total	17	100.00

The table indicates that out of the total 17 respondents, all of them are graduates of the BBS program, representing 100 Percentage of the study participants.

1.6 Method of Study

This study adopted a descriptive research design to examine the status of graduates. The methodology employed in the study is primarily quantitative in nature. The research focused on the graduates of the Bachelor of Business Studies (BBS) program.

For the purpose of data collection, a purposive census technique was applied. The population of graduates since the establishment of the institution was considered, with particular emphasis on the BBS graduates of the academic year 2079 B.S. The tracer study committee members, along with teaching and non-teaching staff, were mobilized to collect the required information.

Data were gathered through various methods including direct visits, telephone communication, interviews, and electronic social media platforms. The study utilized a mixed approach of descriptive survey and thematic analysis in order to understand the employment status and career pathways of the graduates.

To determine the overall status of the graduates in this tracer study, the descriptive method of research was applied. The collected data were systematically organized, coded, and analyzed to generate meaningful findings and interpretations.

1.7 Scope of the Study

The main objective of this study is to determine the employment status of the graduates of JC. The scope of the research is limited to the students who have graduated from JC campus.

Furthermore, the study focuses on collecting and analyzing information related to the graduates' academic experiences, professional development, and personal career paths in order to identify their employment situation after graduation.

In addition, the study aims to generate indicators of the graduates' professional performance and career progression. Such tracer studies also highlight various programmatic issues, institutional conditions, and contextual factors that influence the educational experiences of the graduates during their study period at JC.

1.8 Limitations of the Study

The present tracer study was conducted among the graduates of the year 2079 from JC. The total number of graduates from the Faculty of Management was 17. Despite efforts to ensure the reliability of the findings, the study had the following limitations:

1. The study was limited only to the graduates of the year 2079 from JC.
2. The research focused on presenting the yearly gender-wise distribution of graduates.
3. The study was conducted within a short period of time and with limited financial resources.
4. Although efforts were made to contact all graduates, the scope of the study was restricted to the available respondents.
5. Face-to-face interviews, along with social media, email, and telephone conversations, were used as the primary tools for data collection.

CHAPTER –II

DATA PRESENTATION AND ANALYSIS

Janajyoti Campus (JC) offers two bachelor degrees. The campus offers Bachelor in Education (B.Ed) with major English and Nepali and Bachelor in Business Studies (BBS). Janajyoti Campus got affiliation to Tribhuvan University in 2064 for the faculty of education and similarly the campus also got affiliation to Tribhuvan University in 2066 for the faculty of management. This tracer study basically focuses on the graduates passed out students from the JC.

This section is organized into five major sections. The first section presents distribution of respondents on the basis of academic programs. The second section presents the gender/ethnicity/caste of the respondents. The third section deals with the employment status of the respondents. The fourth section presents scenario of persuasion of further study among the respondents. And the fifth section describes the respondents' perceived ratings on quality measures of JC.

2.1 Distribution of Respondents based on Academic Program

A comprehensive survey was conducted to gather data from 24 graduates who completed their studies in the year 2079 BS. The table shows the distribution of respondents based on academic programs.

Table: 2.1

Distribution of Respondents based on Academic Program

Program	Respondents		Total	Percentage
	Male	Female		
B.Ed	0	0	0	0
BBS	3	14	17	100.00

Table 2.1 reveals that out of 17 respondents, all are in the faculty of management.

2.2 Demographic Information of Graduates

An in-depth analysis was conducted to explore the demographic characteristics of the respondents, focusing on the caste composition of graduates. This study aimed to understand the diversity within the respondent pool and shed light on the representation of different castes. The table presents the caste of the respondents.

Table: 2.2

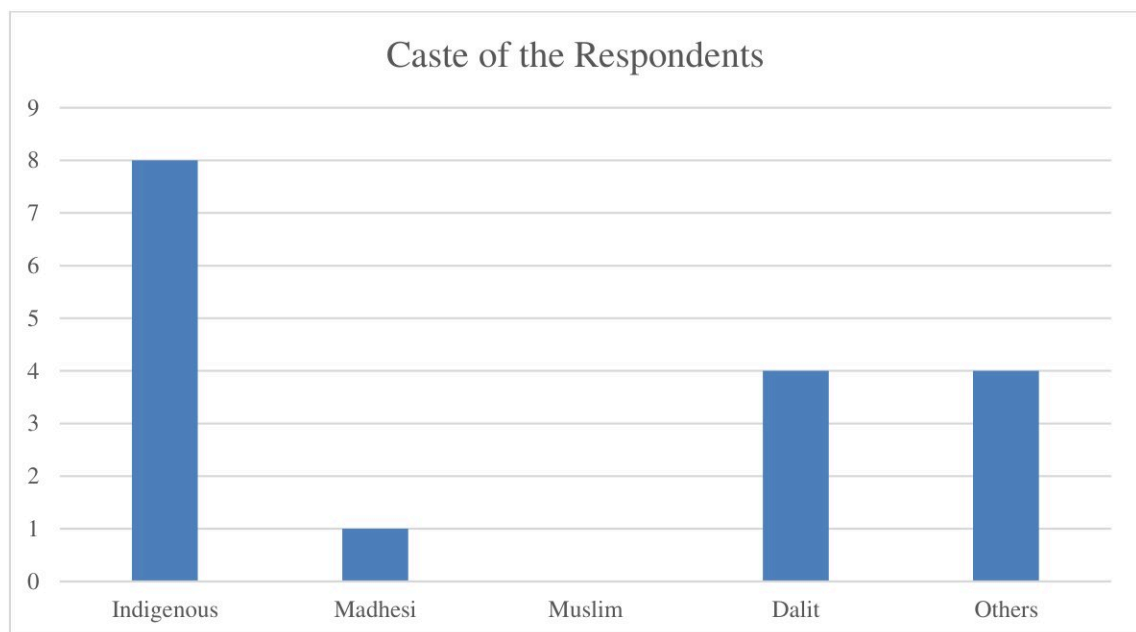
Caste of the Respondents

Caste	Respondents		Total	Percentage
	Male	Female		
Indigenous	1	7	8	47.05
Madhesi	1	0	1	5.88
Muslim	0	0	0	0
Dalit	1	3	4	23.52
Others	0	4	4	23.52
Total	3	14	17	100.00

Table 2.2 shows there were indigenous, madhesi, muslim, dalit and other castes present among the graduate students. Indigenous caste includes Gurung, Magar, Newar and Rai and other includes Brahmin, Chhetri and Thakuri. In 2079, there were 8 indigenous respondents, (47.05%) of the total respondents. There was 1 respondent from the madhesi. The number of respondents were 4 from Dalit (23.52%) and the same number of respondents were from the others (23.52%). The following figure shows caste of the respondents:

figure 2.1:

Caste of the Respondents



2.3 Employment Information of Graduates

This section explores the employment status of graduates from JC who completed their studies in the year 2079. The provided Table 2.3 offers an overview of the current status of the respondents.

Table 2.3
Current Status of Employment of Respondents

Types	Respondents		Total	Percentage
	Male	Female		
Employed	1	5	6	35.29
Self employed	2	5	7	41.17
Unemployed	0	4	4	23.52
Total	3	14	17	100.00

Table 2.3 shows that out of 17 respondents, 35.29 Percentage of the respondents were employed, 41.17 Percentage were self-employed and 23.52 Percentage were unemployed. It shows that most of the graduates are employed. Therefore most of the unemployed graduates are engaging for their further study.

Figure 2.2
Pie chart showing Current Status of Employment of Respondents

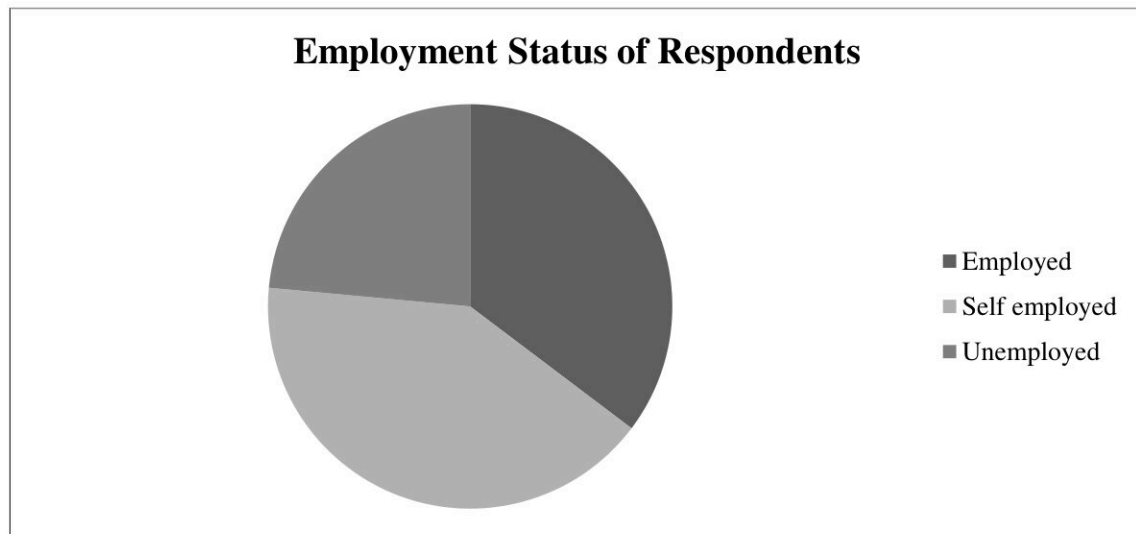


Table: 2.4
Types of Employment of the Respondents

Types	Respondents		Total	Percentage
	Male	Female		
Full time	1	5	6	46.15
Part time	0	0	0	0
Self employed	2	5	7	53.84
Total	3	10	13	100.00

Table 2.4 shows that out of total graduates, 46.15 Percentage of the graduates were found in full time job. Likewise 53.84 Percentage were involved in self-employed sector. The study shows that the majority of respondents were engaged in self-employed.

Figure 2.3
Types of Employment of the Respondents

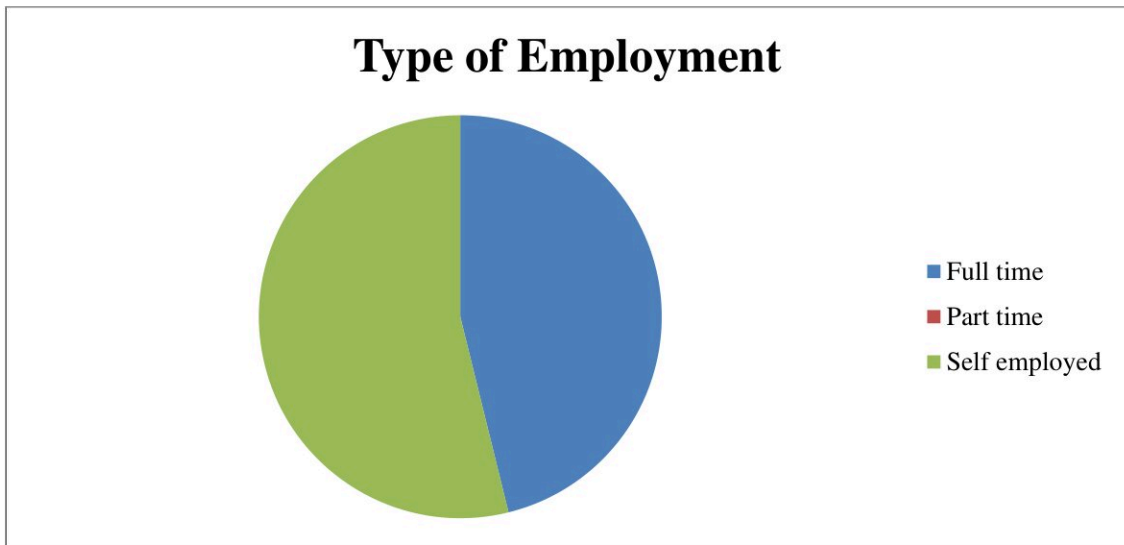
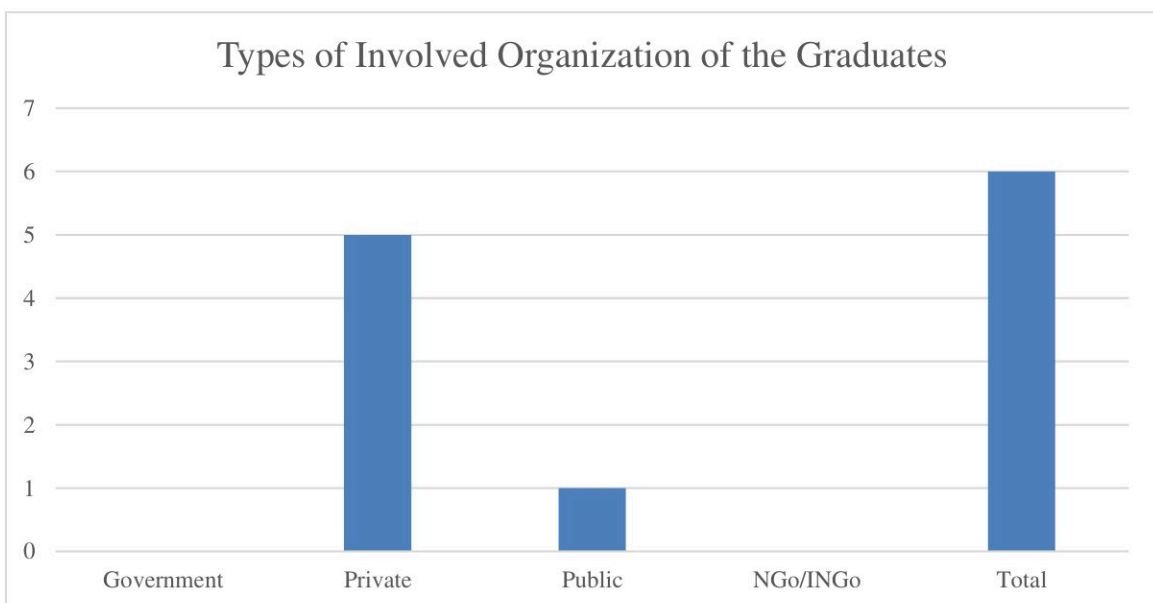


Table: 2.5
Types of Involved Organization of the Graduates

Involve Organization	Male	Female	Total	Percentage
Government	0	0	0	0
Private	0	5	5	83.33
Public	1	0	1	16.66
NGo/INGo	0	0	0	0
Total	1	5	6	100.00

Figure 2.4
Types of Involved Organization of the Graduates



2.4 Graduates Persuasion for Further Study

This section describes about the further study pursuit of graduates. It presents enrollment of graduates in higher education in different disciplines in different universities and colleges. The following table shows graduates enrollment in different programs.

Table: 2.6

Graduates Enrollment in Different Disciplines

Program	Respondents		Total	Percentage
	Male	Female		
M.Ed	0	0	0	0
MBS	1	2	3	17.64
Abroad Study	0	1	1	5.88
Missing System	2	11	13	76.47
Total	3	14	17	100.00

The table 2.6 shows that 17.64 Percentage of total graduates were enrolled in BBS program. In 2079, there were 13 (76.47%) graduates who did not join any specific program.

Figure 2.5

Pie Chart Showing Graduates Enrollment in Different Disciplines

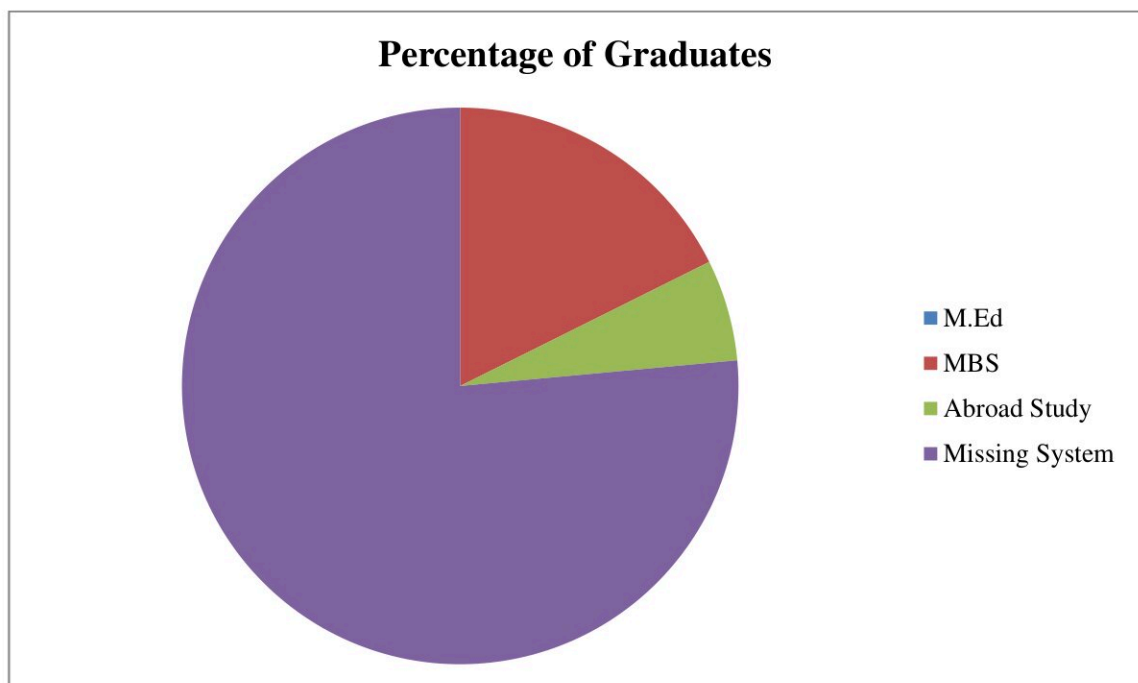


Table: 2.7

Graduates Enrollment in Universities

Types	Respondents		Total	Percentage
	Male	Female		
T.U	1	2	3	100.00
Other University of Nepal	0	0	0	0
Total	1	2	3	100.00

Table 2.7 shows the fluctuations in the enrollment figures for graduates in universities, Tribhuvan University being the only institution with enrollments. Other Universities did not have any enrollments during the specified period.

2.5 Academic Quality

This section focuses on how graduates perceive the value of various quality measures associated with different aspects of the institution. It presents the evaluation provided by graduates on various factors related to the institutions delivery of quality education. The study examines specific variables to assess the strengths and weaknesses of the institution from the graduate's perspective.

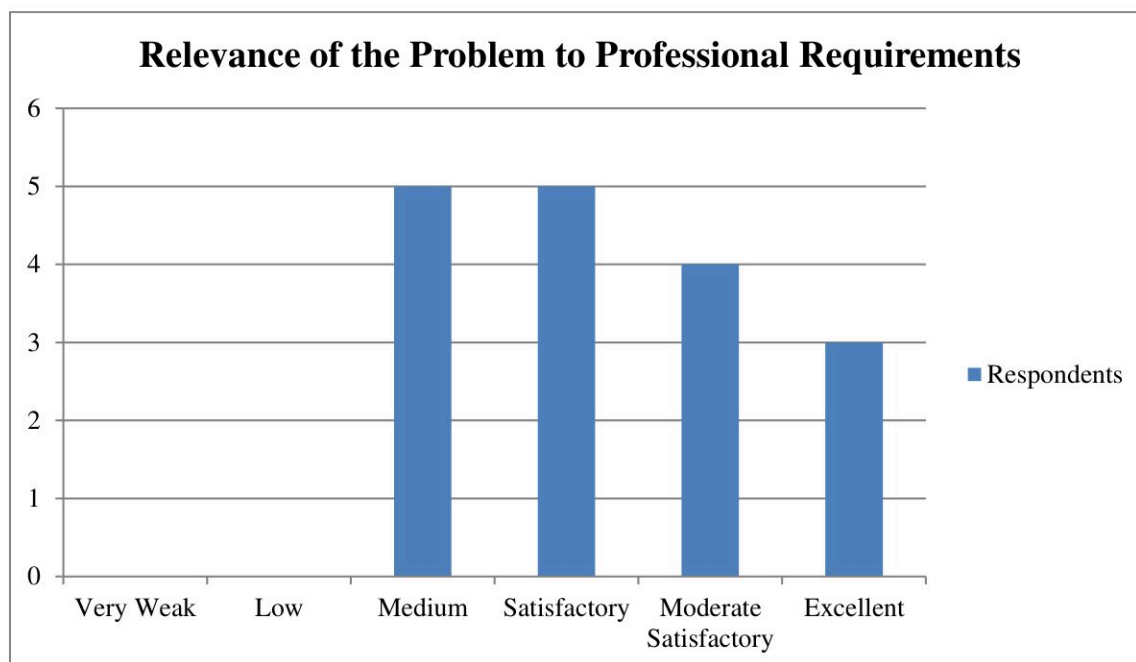
Table: 2.8

Relevance of the program to professional Requirements

Particulars	Respondents	Percentage
Very Weak	0	0
Low	0	0
Medium	5	29.41
Satisfactory	5	29.41
Moderate Satisfactory	4	23.52
Excellent	3	17.64
Total	17	100.00

The table 2.8 presents the distribution of categories on different bases. Medium categories were 29.41 Percentage while satisfactory were 29.41 Percentage of the total respondents. Moderate Satisfactory categories were 23.52 Percentage of the total, and the number of students with an excellent rating is 17.64 Percentage. Very weak and Low has no instances within the provided data. The study shows that the majority of students have an Excellent rating; this indicates good academic quality on campus.

Figure 2.6:
Relevance of the program to professional Requirements



2.6 Extra-Curricular Activities

Extra-curricular Activities are activities that students participate in outside of their regular academic curriculum. These activities provide with opportunities to pursue their interests, develop new skills and engage in social interactions. Here are some examples of extra-curricular Activities:

Table: 2.9
 Ratings based on Extra-curricular Activities

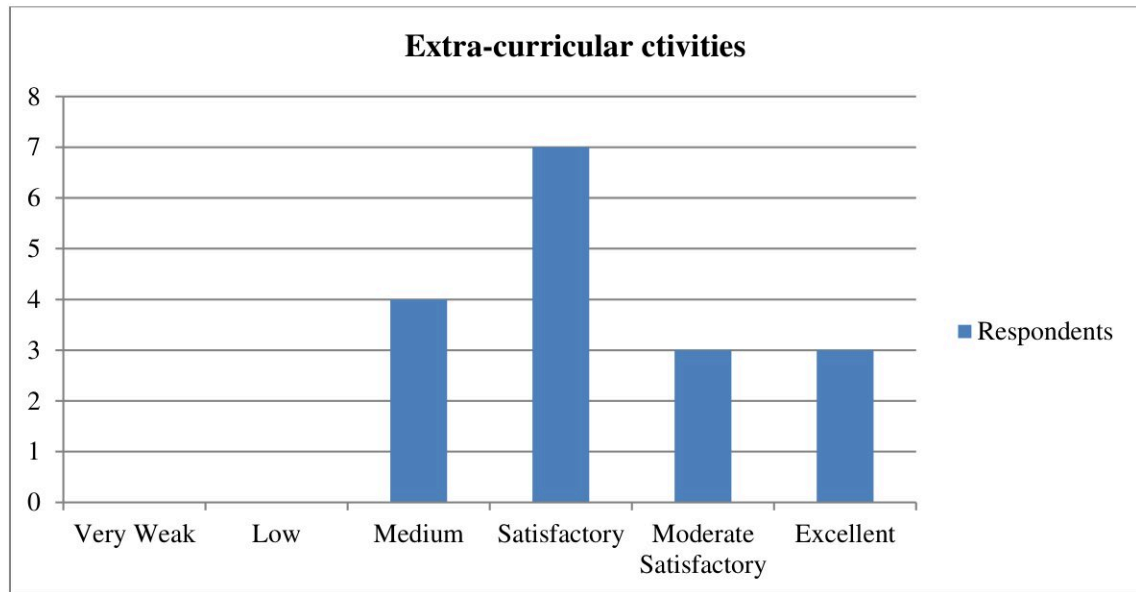
Particulars	Respondents	Percentage
Very Weak	0	0
Low	0	0
Medium	4	23.52
Satisfactory	7	41.17
Moderate Satisfactory	3	17.64
Excellent	3	17.64
Total	17	100.00

The table 2.9 shows that there were no students rated as Very Weak and Low in the year of 2079. Out of the total responses of the variable concerned, 23.52 Percentage of the respondents were Medium with extracurricular activities of the institute. 41.17 Percentage of the students were satisfactory, 17.64 Percentage were Moderate

Satisfactory and Excellent categories. The study shows that the majority of students have a satisfactory ratings. These indicate an average extra-curricular activity on campus.

Figure 2.7

Ratings based on Extra-curricular Activities



2.7 Problem solving Ability

Problem solving ability is typically evaluated based on a person's capability to analyze a problem, identify potential solution and effectively implement those solutions to resolve the problem.

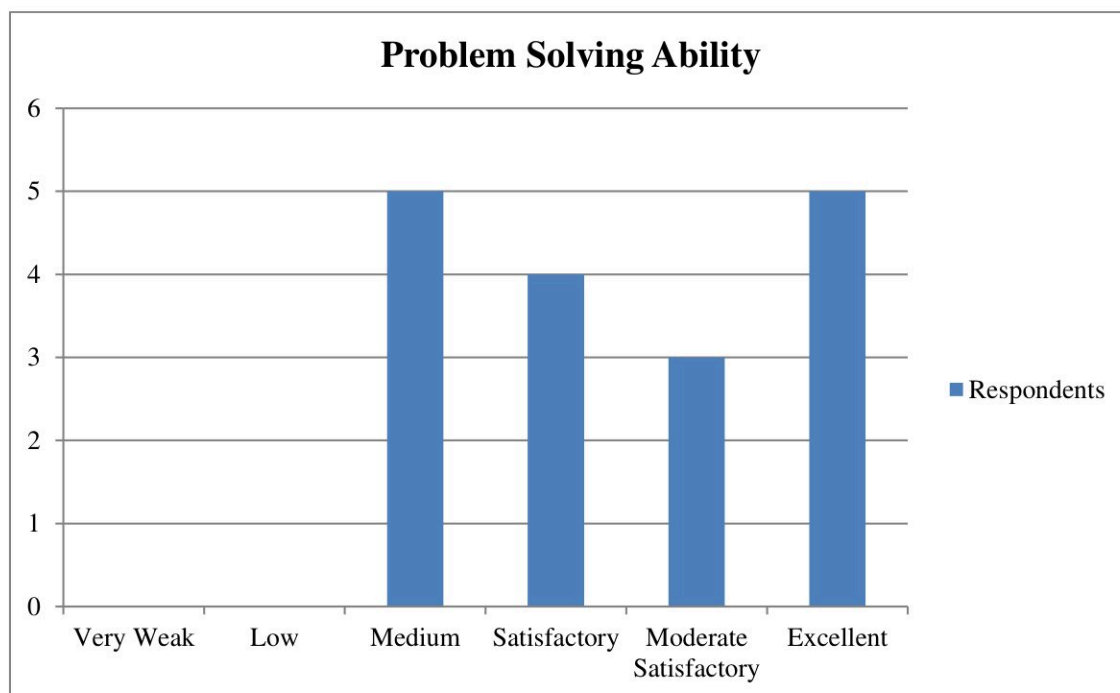
Table: 2.10

Ratings based on Problem solving Ability

Particulars	Respondents	Percentage
Very Weak	0	0
Low	0	0
Medium	5	29.41
Satisfactory	4	23.52
Moderate Satisfactory	3	17.64
Excellent	5	29.41
Total	17	100.00

The table 2.10 shows that there were no individuals ranked into the Very Weak and Low level of problem solving ability. The Percentageages of individuals with medium problem solving ability were 29.41 Percentage. The Percentageages of individuals with satisfactory problem solving ability were 23.52 Percentage. The total number with a Moderate Satisfactory and Excellent rating were 17.64 Percentage and 29.41 Percentage respectively. This indicates an average ability on Problem solving in institutions.

Figure 2.8
Ratings based on Problem solving Ability



2.8 Work Placement/Attachment

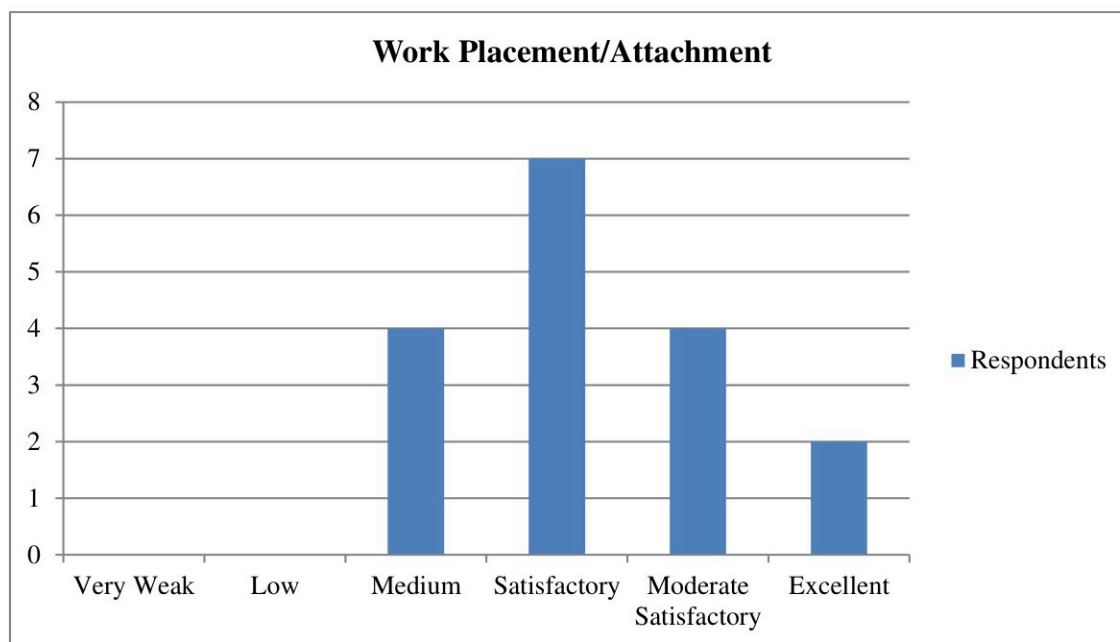
The work placements or attachments serve as a bridge between academic learning and professional practice, equipping students with valuable skills and experiences that contribute to their future career success.

Table: 2.11
Ratings based on work Placement/Attachment

Particulars	Respondents	Percentage
Very Weak	0	0
Low	0	0
Medium	4	23.52
Satisfactory	7	41.17
Moderate Satisfactory	4	23.52
Excellent	2	11.76
Total	17	100.00

The table 2.11 shows that the Very Weak and Low rating were 0% in the study period. The Medium ratings were 23.52 Percentage. The Satisfactory rating were the highest (41.17) Percentage. Moderate Satisfactory and excellent rating were 23.52 and 11.76 Percentage respectively. This indicates an average work placement activities in campus.

Figure 2.9
Ratings based on work Placement/Attachment



2.9 Ratings based on Teaching/ Learning Environment

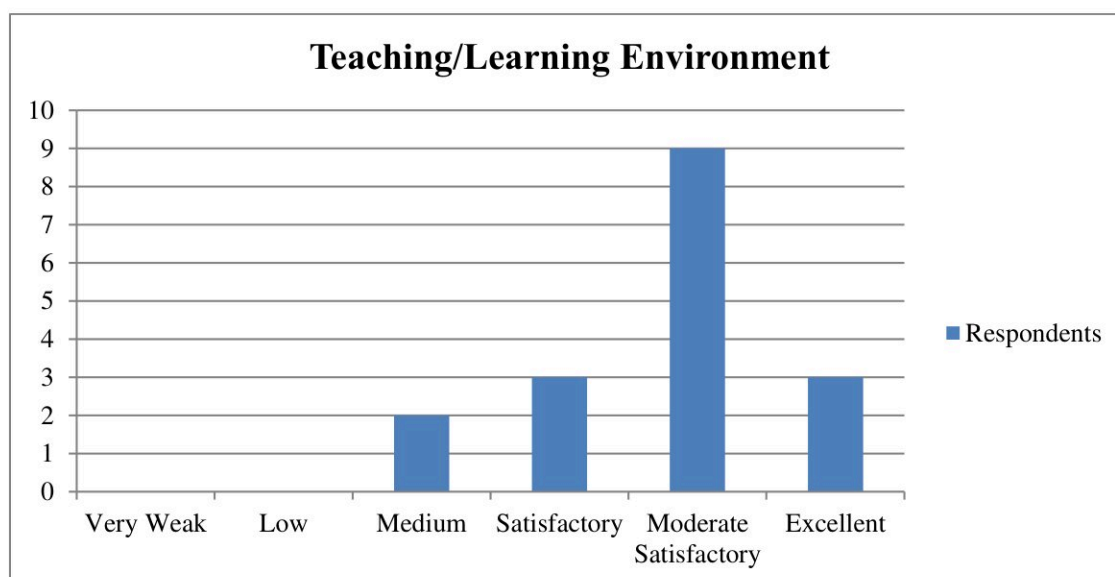
The teaching/learning environment of an institution various factors contribute to creating a conducive and effective educational setting.

Table: 2.12
Ratings based on Teaching /Learning Environment

Particulars	Respondents	Percentage
Very Weak	0	0
Low	0	0
Medium	2	11.76
Satisfactory	3	17.64
Moderate Satisfactory	9	52.94
Excellent	3	17.64
Total	17	100.00

Table 2.12 observes that the majority of the ratings fall into the Moderate Satisfactory with 52.9 of the total. The next highest ratings were Satisfactory and Excellent with 17.64 Percentage. The Medium ratings also have significant Percentageage with 11.76. Very Weak and Low (0%) rank. This indication shows good teaching learning environment in campus.

Figure 2.10
Ratings based on Teaching /Learning Environment



2.10 Quality of Education Delivery

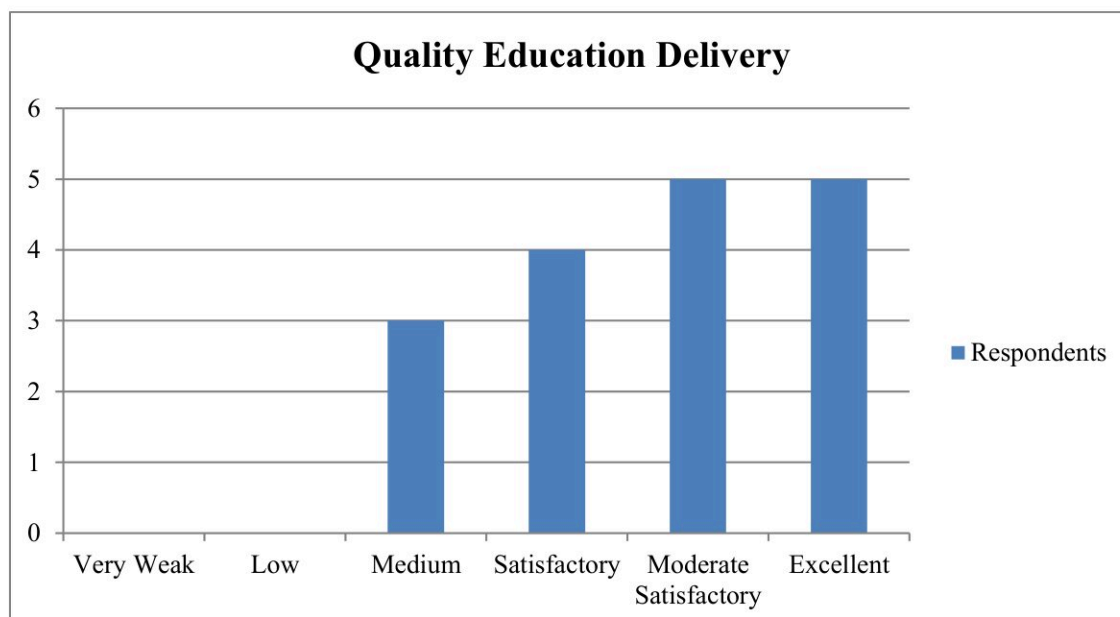
The quality of education refers to the overall effectiveness and excellence of the educational system in delivering knowledge, skills and experiences to students. It encompasses various factors, including teaching methodologies, curriculum design, learning materials, assessment methods, teacher qualifications, infrastructure and student outcomes.

Table: 2.13
Ratings based on Quality of Education Delivery

Particulars	Respondents	Percentage
Very Weak	0	0
Low	0	0
Medium	3	17.64
Satisfactory	4	23.52
Moderate Satisfactory	5	29.41
Excellent	5	29.41
Total	17	100.00

The table 2.13 shows that, the Moderate Satisfactory and Excellent score were 29.41 Percentage of the total ratings. The Satisfactory were 23.52 Percentage and Medium were 17.64 Percentage of the total ratings. This indicates the good quality of education delivery by the campus.

Figure 2.11
Ratings based on Quality of Education Delivery



2.11 Teacher Student Relationship

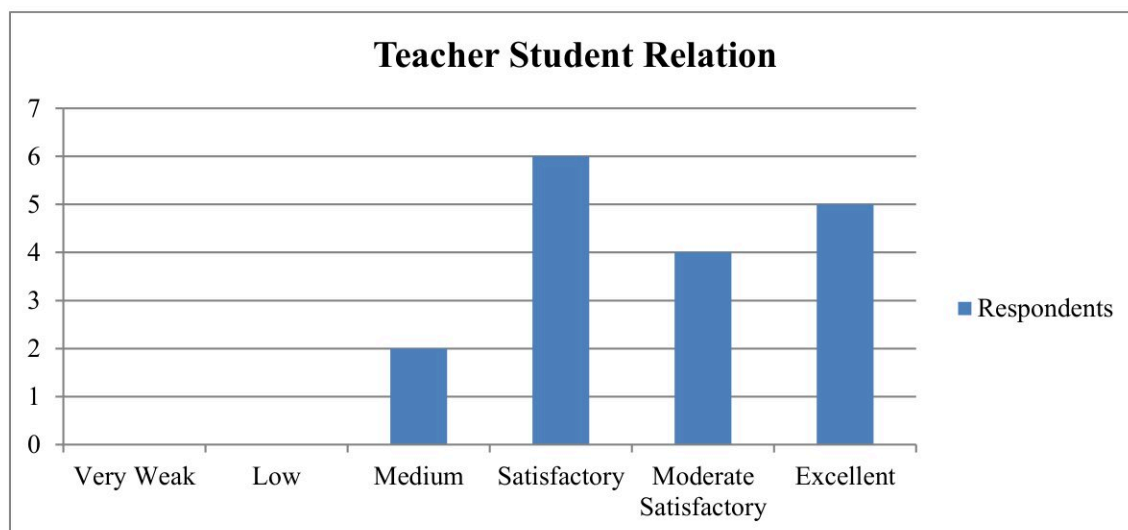
The teacher student relationship is a fundamental aspect of education and plays a crucial role in the learning process. It involves the interaction and dynamics between a teacher and their students in an educational setting.

Table: 2.14 Rating based on Teacher Student Relationship

Particulars	Respondents	Percentage
Very Weak	0	0
Low	0	0
Medium	2	11.76
Satisfactory	6	35.29
Moderate Satisfactory	4	23.52
Excellent	5	29.41
Total	17	100.00

The table 2.14 shows, that the medium score was 11.76 Percentage of the total ratings. The Satisfactory was 35.29 Percentage of the total ratings. The Moderate Satisfactory was 23.52 Percentage and Excellent was 29.41 Percentage of the total ratings. This indicates the good relationship between teacher and student.

Figure 2.12
Rating based on Teacher/Student Relationship



2.12 Library Facility

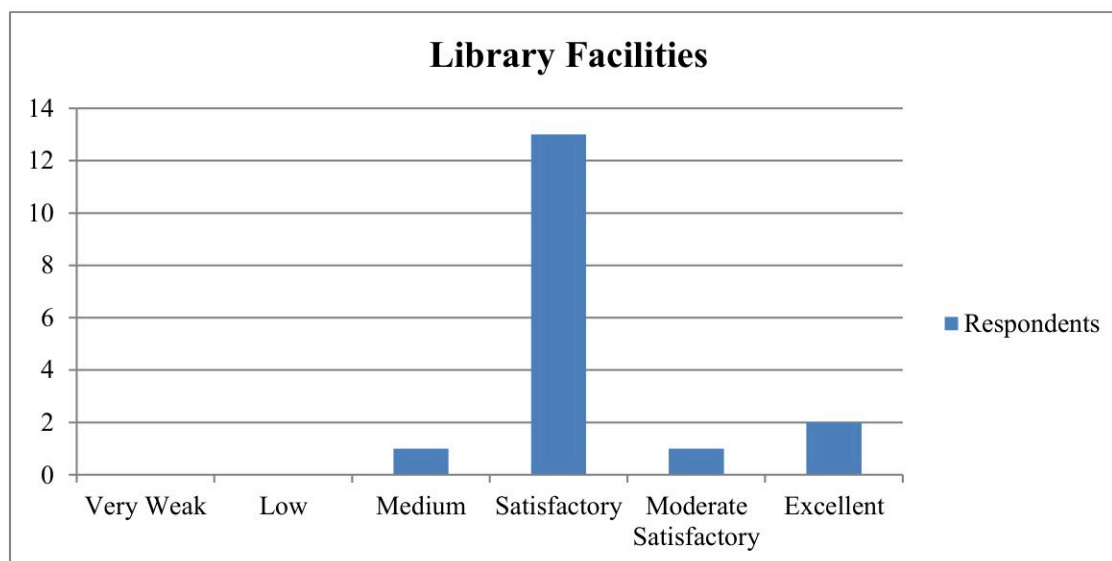
Libraries service as important cultural and educational institutions, promoting literacy, learning and the dissemination of knowledge. The table demonstrates the ratings of graduates regarding library facilities.

Table: 2.15
Ratings based on Library Facility

Particulars	Respondents	Percentage
Very Weak	0	0
Low	0	0
Medium	1	5.88
Satisfactory	13	76.47
Moderate Satisfactory	1	5.88
Excellent	2	11.76
Total	17	100.00

The table 2.15 shows that the Medium was 5.88 Percentage of the total ratings. The satisfactory score was 76.47 Percentage. The Moderate Satisfactory score was 5.88 Percentage of the total ratings. The Excellent score was 11.76 Percentage of the total ratings. The Very Weak and Low was 0 Percentage. This indicates an average library facility is on campus.

Figure 2.13
Ratings based on Library Facility



2.13 Sports Facility

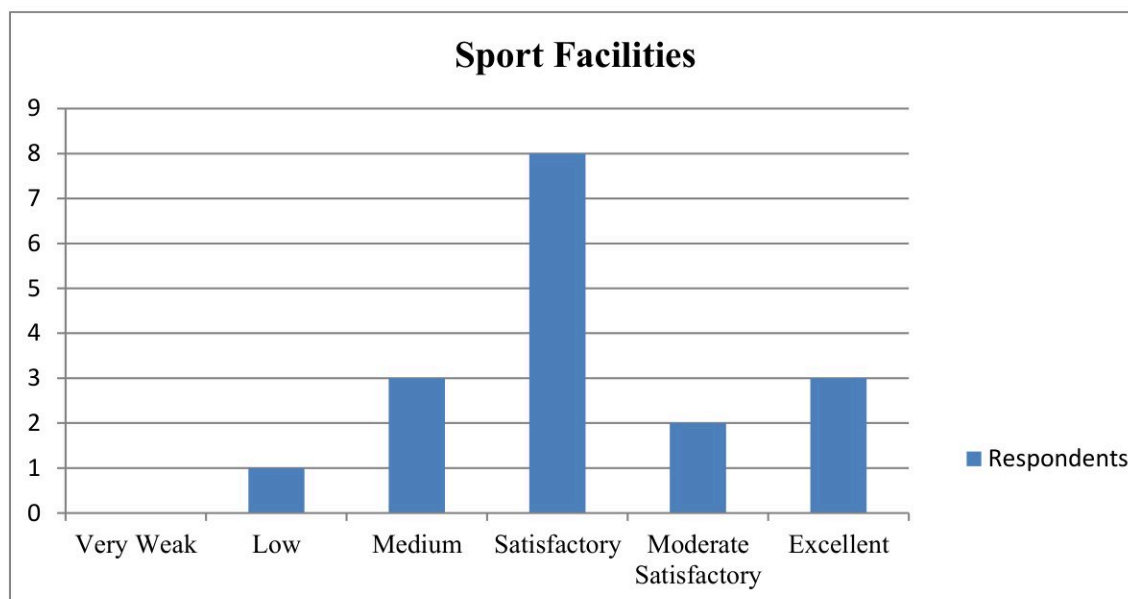
Sports facility can play a significant role in the overall performance of students. Engaging in physical activities and sports not only promotes physical health but also has positive impacts on mental well-being, cognitive function and academic performance.

Table: 2.16
Ratings based on Sports Facility

Particulars	Respondents	Percentage
Very Weak	0	0
Low	1	5.88
Medium	3	17.64
Satisfactory	8	47.05
Moderate Satisfactory	2	11.76
Excellent	3	17.64
Total	17	100.00

The table 2.16 shows that, Low were only 5.88 Percentage of the total ratings. The Medium and Excellent score were equal 17.64 Percentage of the total ratings. The Satisfactory score were 47.05 Percentage of the total ratings and Moderate Satisfactory score were 11.76 Percentage of the total ratings. No graduates have said that there was very weak sport facilities provided by the institution. This indicates that, on average, the sports facility is on campus.

Figure 2.14
Ratings based on Sports Facility



2.14 Canteen Facility

A canteen facility refers to a designated area or space where food and beverages are served, typically within an organization, institution, or workplace. It provides employees, students, or workers with access to meals, snacks, and drinks throughout the day, often at subsidized rates. Canteens are common in offices, schools, campus, factories, hospitals, and other institutions.

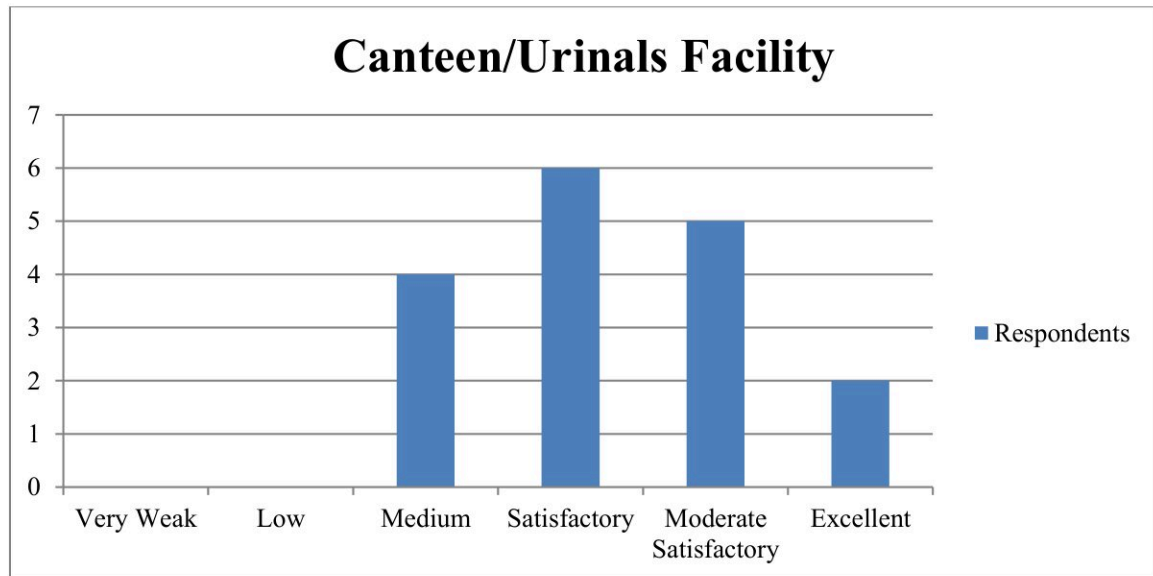
Table: 2.17
Ratings based on Canteen/Urinals Facility

Particulars	Respondents	Percentage
Very Weak	0	0
Low	0	0
Medium	4	23.52
Satisfactory	6	35.29
Moderate Satisfactory	5	29.41
Excellent	2	11.76
Total	17	100.00

The table 2.17 shows that, Medium were 23.52 Percentage. Satisfactory score were 35.29 Percentage of the total ratings. The Moderate Satisfactory score were 29.41 Percentage and Excellent score were 11.76 Percentage of the total ratings. No graduates have said

that there was very weak sport facilities provide by the institution. This indicates that, on average, the canteen facility is on campus.

Figure 2.15
Ratings based on Canteen/Urinals Facility



2.15 Computer Facility

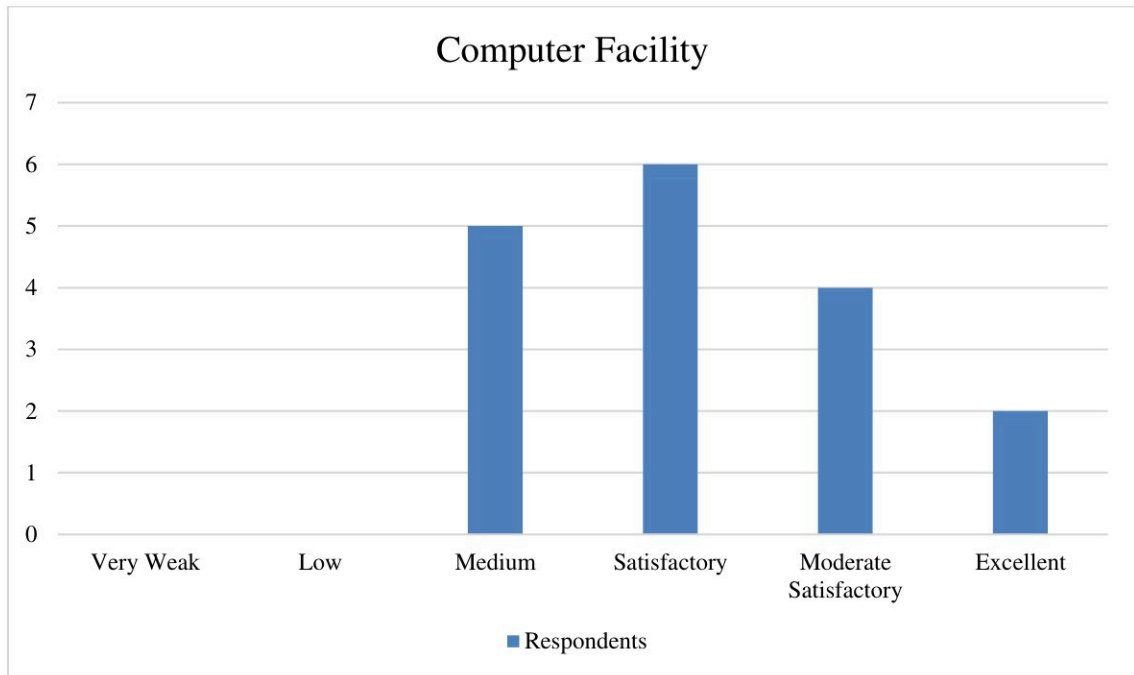
Computer service as important cultural and educational institutions, promoting literacy, learning and the dissemination of knowledge. The table demonstrates the ratings of graduates regarding computer facilities.

Table: 2.18
Ratings based on computer Facility

Particulars	Respondents	Percentage
Very Weak	0	0
Low	0	0
Medium	5	29.41
Satisfactory	6	35.29
Moderate Satisfactory	4	23.52
Excellent	2	11.76
Total	17	100.00

The table 2.18 shows that, Medium was 29.41 Percentage. Satisfactory score was 35.29 Percentage of the total ratings. The Moderate Satisfactory score was 23.52 Percentage and Excellent score was 11.76 Percentage of the total ratings. No graduates have said that there was very weak computer facilities provided by the institution. This indicates that, on average, the computer facility is on campus.

Figure 2.16
Ratings based on computer Facility



CHAPTER III: MAJOR FINDINGS

This study is based on descriptive research design. It focuses on exploring employment and further study students of the graduates. It analyzes the rating of the graduates on several of program to the professional jobs. The major quantitative findings of the study are described below:

1. Out of total respondents (17) 100 Percentage are found in BBS.
2. Out of total graduates, 8 were from indigenous, 4 from dalit, 1 from madhesi and 4 from others category.
3. Out of total graduates, 35.29 Percentage are employed, 41.17 Percentage are self-employed and 23.52 Percentage are unemployed including students pursuing higher studies.
4. Out of total employed graduates, 46.15 Percentage are full time job holder whereas 53.84 Percentage are self-employed.
5. There are 83.33 Percentage graduates are involved in private sector and only 16.66 Percentage graduates working in a public organization.
6. 17.64 Percentage were enrolled in MBS. Likewise 5.88 Percentage respondents engage in abroad study and most of the graduates 76.47 Percentage did not continue their further study.
7. On relevance of program to professional requirement, 29.41 Percentage ticked medium and satisfactory, 17.64 Percentage are excellent and 23.52 Percentage graduates chose moderate satisfactory option.
8. 23.52 Percentage of them related on medium with extra-curricular activities, 41.17 Percentage were satisfactory and 17.64 Percentage ticked on moderate satisfactory and excellent option regarding extracurricular activities.
9. 29.41 Percentage of graduates were medium and excellent regarding problem solving, 23.52 Percentage were satisfied and 17.64 Percentage got moderately satisfied regarding on it.
10. Regarding work placement, 23.52 Percentage of them got it medium and moderately satisfied, 41.17 Percentage were satisfied and 11.76 Percentage graduates have thought it has excellent option.
11. 11.76 Percentage found medium teaching learning environment, 17.64 Percentage got satisfied and excellent and 52.94 Percentage rated moderate satisfactory.
12. On quality of education delivery, 17.64 Percentage experienced medium, 23.52 Percentage have found satisfied and 29.41 Percentage have found moderate satisfactory and excellent.
13. 11.76 Percentage graduates got medium relationship between teachers and students, whereas 35.29 Percentage of them were satisfactory, 23.52 Percentage of them were moderate satisfactory and 29.41 Percentage ticked excellent.

14. Regarding library facility, 5.88 Percentage have ticked on medium and moderate satisfactory, 76.47 Percentage have satisfied and 11.76 Percentage of them ticked on excellent option.
15. Sports facility in campus was low for 5.88 Percentage, 47.05 Percentage have satisfied, 11.76 Percentage are moderately satisfied and 17.64 Percentage were medium and excellent regarding the sports facility.
16. 23.52 Percentage graduates were medium with the canteen/urinals facilities of the campus. 35.29 Percentage graduates found satisfied, 29.41 Percentage found moderately satisfactory and 11.76 Percentage have found excellent.
17. Regarding computer facility, 29.41 Percentage have found medium, 35.29 Percentage have satisfied, 23.52 Percentage of them ticked on moderate satisfactory and 11.76 Percentage have found excellent.

CHAPTER IV

IMPLICATIONS TO INSTITUTION REFORM

Based on the findings presented above, the following implications can be drawn for institutional reform:

Gender Equality and Inclusivity:

1. The institution should strive to ensure equal representation and opportunities for both male and female students.
2. Appropriate measures should be implemented to promote gender diversity across various academic programs and to create a supportive and inclusive environment for all students.

Caste and Social Inclusion:

1. The institution should actively promote diversity and inclusivity by encouraging participation from students belonging to different castes and marginalized communities.
2. Special initiatives and support programs should be introduced to address the under representation of certain caste groups and to ensure equal educational opportunities for all students.

Employment and Career Development:

1. The institution should strengthen its career services and support mechanisms to enhance graduates' employability and improve job placement opportunities.
2. Collaboration with industries, as well as the introduction of internship opportunities and skill development programs, should be encouraged to bridge the gap between academic learning and employment.

Program Evaluation and Adaptation:

1. The institution should evaluate the popularity and effectiveness of various academic programs based on enrollment trends and student preferences.
2. Academic programs should be regularly reviewed and modified to align with changing market demands and students' interests.

Academic Quality and Student Support:

1. The institution should focus on creating a conducive teaching–learning environment and providing adequate student support services to enhance academic quality.
2. Continuous improvements in curriculum design, faculty development and institutional infrastructure can contribute to a more effective and positive educational experience.

Facilities and Resources:

1. Based on student feedback, the institution should invest in improving facilities such as libraries, sports facilities, canteens and sanitation services to better meet the needs and expectations of students.

Monitoring and Evaluation:

1. Regular monitoring and evaluation mechanisms should be established to assess the institution's progress in achieving its reform objectives.
2. Feedback from students, faculty members, and other stakeholders should be systematically collected and utilized to support informed decision-making and continuous improvement initiatives.

By addressing these implications, the institution can move toward creating a more inclusive, supportive and high-quality educational environment that promotes the holistic development and success of its students.

CHAPTER V

CONCLUSION AND RECOMMENDATION

The study concludes that Janajyoti Campus is one of the competent educational institutions in Nepal that has been producing graduates in higher education and contributing to quality education in society. Janajyoti Campus is located in the southwestern part of Tanahun District, Nepal. It was established in 2064 B.S. and currently offers programs under the Faculties of Education and Management.

The campus is committed to providing quality education and is recognized as a transparent, accountable and dynamic institution within Tanahun District. To evaluate the outcomes of its academic programs, the campus conducts Graduate Tracer Studies (GTS). The tracer study helps assess the employability and career progression of graduates and determine whether the campus is achieving satisfactory learning outcomes and contributing effectively to society.

The main objectives of this tracer study were to investigate the graduates' transition into the workforce, examine the influence of personal factors in the job search process, determine the employment and further study status of graduates, evaluate their perceptions of the teaching–learning environment and provide recommendations for institutional improvement.

The study adopted a descriptive research design using a quantitative methodology. Data were collected through various methods including direct visits, interviews, social media communication and email. The study focused on graduates of Janajyoti Campus from the academic year 2079 B.S. The total number of respondents was 17, all from the Bachelor of Business Studies (BBS) program under the Faculty of Management.

The findings reveal that among the respondents, 6 graduates (35.29%) were employed, 7 graduates (41.17%) were self-employed, and 4 graduates (23.52%) were unemployed. Most of the employed graduates were engaged in full-time employment. The study also indicates fluctuations in the number of graduates enrolling in further academic programs with many graduates not pursuing additional specific programs.

Regarding the teaching–learning environment, the majority of graduates rated the campus at a moderate satisfactory level which indicates an average level of academic quality and institutional support.

Overall, the tracer study provides important insights into the employment status of graduates and the teaching–learning environment of the campus. The findings can help improve the effectiveness of teaching and learning at Janajyoti Campus and support future decision-making and institutional planning.

Gender Representation:

1. The campus should develop initiatives to encourage more male students to enroll in the academic program to improve gender balance.

Caste and Social Inclusion:

1. The campus should implement targeted outreach programs to increase the representation of students from Madhesi, Muslim, and Dalit communities in educational programs.
2. Scholarships and support mechanisms should be introduced to encourage the participation and retention of students from marginalized groups.

Employment and Career Development:

1. The campus should strengthen career counseling services to guide graduates in employment opportunities and entrepreneurial activities.
2. Partnerships with industries, businesses and organizations should be developed to create more employment and internship opportunities for graduates.

Program Enrollment:

1. The institution should analyze the reasons for low enrollment in specific programs, such as the B.Ed. and BBS program, and implement strategies to attract more students.
2. The campus may consider diversifying academic programs to meet the changing interests and labor-market demands of students.

Academic Quality and Student Support:

1. The campus should address issues related to academic quality, extracurricular activities, problem-solving skills, work-placement opportunities, teacher–student relationships, library services, sports facilities and canteen/urinal facilities by identifying areas needing improvement.
2. Continuous monitoring and evaluation should be conducted to ensure that improvements are effective and sustainable.

Research and Evaluation:

1. The campus should conduct further research and evaluation to better understand factors affecting student enrollment, participation, and satisfaction.
2. Qualitative data and feedback from students should be collected to identify specific challenges and implement targeted improvements.

These recommendations aim to address the findings and provide actionable steps to improve institutional practices promote inclusivity and enhance the overall educational experience for students. It is important to further analyze the context and consult with relevant stakeholders to tailor these recommendations to the specific needs and circumstances of the institution in question.

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